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A ROLE ANALYSIS OF THE BEGINNING TEACHER OF VOCATIONAL AGRICULTURE IN OHIO, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

BY- TODD, HOLLIS E. WOODIN, RALPH J.
OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

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THE SUCCESSFUL OR "MOST EFFECTIVE" TEACHER IN AN EARLIER STUDY WAS USED AS A ROLE MODEL FOR MEASURING ROLE PERCEPTIONS OF BEGINNING VOCATIONAL AGRICULTURE TEACHERS. DATA COLLECTED FROM 25 BEGINNING TEACHERS AND THEIR ADMINISTRATORS IDENTIFIED BEGINNING AND LATER ROLE PERCEPTIONS, DIFFERENCES BETWEEN BEGINNING AND EXPERIENCED TEACHERS, DIFFERENCES BETWEEN ROLE PERCEPTION AND PERFORMANCE, AND RELATIONSHIPS BETWEEN ROLE PERCEPTIONS AND PROFESSIONAL DIFFICULTIES. THE CONCLUSIONS WERE THAT (1) BEGINNING TEACHERS ENTERED THE LOCAL VOCATIONAL AGRICULTURE DEPARTMENT WITH A GOOD UNDERSTANDING OF THEIR ROLES, (2) THEIR ROLE PERCEPTIONS CHANGED LITTLE DURING THE FIRST YEAR, (3) THEY WERE SIMILAR TO THE ROLE PERCEPTIONS OF EXPERIENCED TEACHERS, (4) ROLE PERCEPTIONS IN TEACHING EXCEEDED ACTUAL PERFORMANCE, (5) THERE WAS SIGNIFICANT AGREEMENT BETWEEN ROLE PERCEPTIONS AND PERFORMANCE REGARDING RELATIONSHIPS WITH SCHOOL AND ADMINISTRATION, TEACHING FARM MECHANICS, PUBLIC RELATIONS, AND GUIDANCE AND COUNSELING, BUT DISAGREEMENT BETWEEN PERCEPTION AND PERFORMANCE IN CLASSROOM TEACHING, AND (6) THERE WAS NO DISCERNIBLE PATTERN OF RELATIONSHIP BETWEEN ROLE PERCEPTIONS AND PROFESSIONAL DIFFICULTIES EXPERIENCED. RECOMMENDATIONS INCLUDED (1) CONTINUING A FLEXIBLE PRESERVICE PROGRAM, (2) INCREASING FIELD EXPERIENCE ORIENTATION, (3) CONTINUING ASSISTANCE AFTER THE START OF TEACHING, (4) PROVIDING OPPORTUNITIES FOR OBSERVATION AFTER 2 OR 3 MONTHS OF TEACHING, AND (5) MAKING FURTHER STUDY OF THIS AREA. THE COMPLETE REPORT "A ROLE ANALYSIS OF THE PERCEPTIONS OF THE BEGINNING VOCATIONAL TEACHERS AND THEIR PROFESSIONAL DIFFICULTIES IN ROLE PERFORMANCE" BY HOLLIS E. TODD IS AVAILABLE AS 66-1852 FOR $3.25 ON MICROFILM AND FOR $11.25 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

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By

Hollis E. Todd and Ralph J. Woodin

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# A ROLE ANALYSIS OF THE BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE IN OHIO

## Introduction

The importance of knowing and understanding what constitutes good teaching has long been axiomatic in education. One who aspires to be a good teacher must face and surmount demands which are not only challenging but extremely complex as well.

One demand, seemingly, paramount to the success of the beginning teacher is concerned with that of his role concept in the status of beginning teacher of vocational agriculture--in that--the teacher must be aware of the expectations of his important reference groups, with respect both to educational needs of the community in general and to the teacher's role in particular in fulfilling the role expectations of the school community.

Increased impetus upon role research in many disciplines in the past decade gives rise to the present research study and the discourse of the same herein.

One of the forerunner research studies in agricultural education was that of James D. McComas which contrasted role perceptions of the designated "least and most effective teachers" of vocational agriculture in role performance.

This study utilizes the groundwork laid by McComas, i.e.,--the successful or "most effective teacher" of his study is used as a role model for "measuring" the role perceptions of the beginning teachers.

A study of this type should lend itself to determining a degree of the strengths and weaknesses of the beginning teachers, i.e., relative to their role perceptions for the vocational agriculture teacher's position upon entry in the field of teaching.

## Statement of the problem

The over-all purpose of this study was to determine how the beginning teacher defined the vocational agriculture teacher's role and to contrast his role perceptions with those of the successful experienced teacher and to determine the relationships between role perceptions and professional difficulties encountered by the beginning teacher of vocational agriculture.

## Specific objectives

The following specific objectives were believed necessary to the solution of the problem:

1. To determine the role of the vocational agriculture teacher as perceived by the beginning teacher prior to extensive teaching and after extensive teaching experience during the first year.

2. To determine the similarity and/or dis-similarity of role perceived for the vocational agriculture teacher's position by the beginning teacher and the successful experienced teacher.

3. To determine the degree of agreement in role expectation and performance by the beginning teacher of vocational agriculture.

4. To determine the relationship between the beginning teachers' role perception for the vocational agriculture teacher's position and professional difficulties encountered.

Basic assumptions

Certain assumptions recognized basic to the study were as follows:

1. That the sample of twenty-five beginning teachers of vocational agriculture selected for the study was an adequate number to identify the relationships which existed between teachers' role perceptions of the vocational agriculture teachers' position and the professional difficulties which they encountered.

2. That the schedule administered at beginning teachers meetings was an appropriate means to secure needed data for the study.

3. That the response of the teachers, school administrators, and teacher trainers working with new and returning teachers of vocational agriculture is a reliable and valid means for the evaluation designed in the study.

4. That the research design for the study was adequate to identify the degree of relationships between role perception and professional difficulties of beginning teachers.

5. That certain significant criteria may be identified which may be utilized in improving the present pre-service and follow-up program for teachers of vocational agriculture.

6. That the first year is a critical year for the teacher.

7. That professional assistance for beginning teachers can be improved.

8. That the beginning teacher of vocational agriculture encounters unique difficulties due to the unique nature of the work.

## Conclusions

The following conclusions evolved from the study relative to the teacher of vocational agriculture and the pre-service and in-service training programs of the Department of Agricultural Education:

1. Role perceptions of the beginning teachers studied were basically internalized for the teacher's position, that is, the teachers entered the local vocational agriculture department with a good understanding of their role.

2. Beginning teachers' perception of their role as teacher of vocational agriculture changed little during the first year of teaching.

3. Beginning teachers held role perceptions for the teacher's position very similar to the successful experienced teachers which further substantiates the internalization of the teacher's role.

4. The performance of the beginning teachers was somewhat less than their role expectations for the teacher's position. In other words, teachers did less than they perceived an obligation to do--which coincides with other related studies.

5. There was statistically significant agreement between role perceptions and role performances regarding: relationships with school and administration, teaching farm mechanics, public relations, and guidance and counseling.

6. There was statistically significant disagreement between role perceptions and role performances for the area of classroom teaching.

7. There was apparent agreement between role perceptions and role performances for the following areas which lacked statistical significance: developing farming programs, advising the FFA, conducting young and adult farmer programs, selecting and using physical facilities, making professional improvement and understanding of the administrator's role in the vocational agriculture program.

8. There was no discernible pattern of relationships between role perceptions for the teacher's position and professional difficulties experienced by the beginning teachers.

Recommendations and implications

The following recommendations and implications are made in view of the findings and conclusions of the present study:

1. The pre-service program for prospective teachers should continue to develop understanding of the vocational agriculture teacher's position through continuing the balance of activities and experiences with sufficient flexibility, however, to adjust to emerging changes in the program.

The Department of Agricultural Education should continue to research and to evaluate the present program through staff studies and graduate research--to give direction to needed changes in the training program.

2. Prospective teachers of vocational agriculture should be given further orientation and assistance during their field experience for those areas in which beginning teachers differed most from experienced teachers in role perceptions, i.e., public relations, professional improvement, the administrator's role in the vocational agriculture program and selection and use of physical facilities.

This recommendation could be implemented through seminars conducted by the Department of Agricultural Education in connection with field experience involving successful experienced teachers in orienting the trainee in the areas of public relations, professional improvement and selection and use of physical facilities--while selected administrators should be involved to further orient the trainee on the administrator's role in the local vocational agriculture program. Cooperating teachers could share in this assistance, i.e., through the provision of supplemental experiences for the trainee in these areas of needed emphasis.

3. Beginning teachers should be provided further assistance through the New and Returning Program for teachers in order to facilitate greater agreement between role perception and role performance in the following areas: developing farming programs, advising the FFA, conducting young and adult farmer programs, selecting and using physical facilities, making professional improvement and understanding of the administrator's role in the vocational agriculture program.

To facilitate this additional assistance, group meetings could be conducted in departments of successful experienced teachers permitting the beginning teacher to see firsthand examples of good farming programs, FFA program of activities, etc., as well as conferring with the experienced teachers on such matters. This additional emphasis might be done in a limited number of Saturday meetings. Using an administrator in the pre-school workshop would provide an excellent opportunity to further orient the teachers on the administrator's role in the vocational agriculture program.

4. Opportunities should be provided for the beginning teachers to observe teaching as practiced by experienced teachers of vocational agriculture. This is especially true since teachers role perceptions and role performance for classroom teaching differed significantly.

This recommendation could be best implemented after teachers are on the job two or three months--by that time they have developed insights but are unsure of themselves. Administrative arrangements for the beginning teachers to visit other teachers and observe good teaching could build their confidence when it is most needed. This same type of arrangement would also be an avenue to provide individual teachers opportunities to observe young and adult farmer classes in session or any other area in which the teacher lacks the necessary competence.

5. Further study should be made of the following: (1) the relationships between role perceptions for the teacher's position and professional difficulties in role performance, (b) the role of the beginning teacher at three-year intervals, (c) the role of the teacher of vocational agriculture as perceived by other position groups, i.e., teacher trainer, supervisor of vocational agriculture, administrators, young and adult farmers, students and parents, and (d) the need for additional assistance that beginning and experienced teachers perceive.

## Need for the Study

### The complexity of teacher education

"A program of teacher education should aim to produce high quality teachers. At the best level of quality, a teacher is a knowledgeable, education person with highly developed personal arts of teaching, with intense commitment to personal and professional improvement, and with a deep love for mankind."[1] Spaulding continues:

A good program of teacher education:

1. Provides a deep and sound academic base for professional courses.
2. Should help students learn to perceive and use cues in the world around them.
3. Should help students understand and use a defensible model of human behavior.
4. Should include the opportunity for students to begin a lifetime study of man.
5. Should provide the minimum professional courses necessary to insure that a student will not fail in his initial experiences in teaching.
6. Should include field experiences in teaching with related study, thus typifying the professional career of teaching and studying throughout life.
7. Provide for continuing study during the first few years of teaching.
8. Leaves each student with a sense of entering into a professional activity.

The over-all aim in teacher education is to provide the prospective teacher of vocational agriculture in this case, admitted to the teacher training program, the best possible training and experiences essential to assure teacher effectiveness--with respect to the student, the school, the community, and the profession.

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[1]Willard P. Spaulding, "Evaluation of Proposals for Change," A Report to the National Commission on Teacher Education and Professional Standards Conference, Columbus, Ohio, June 27, 1963 (Columbus: The Conference, 1963).

Ideally, in a "profession," the training program should be preceded by effective recruiting, selecting, and admitting of prospective teachers. Mitzel further adds: "The task of identifying effective teachers, or effective teaching, is crucial to teacher education, certification, selecting, and promotion, and--insofar as teaching contributes to the total social welfare--to ultimate human survival."[2]

It is upon the background of experience, research, and evaluation and innovation that teacher educators must continue to strive and experiment toward perfecting a teacher education program to assure competent teachers for a democratic society.

Cottrell emphasizes the demands upon teacher education and the teacher.

> Those who are to be teachers must possess competence characterized by: (1) knowledge plus reflection upon the meaning and implication of that knowledge; (2) recognition of the relation of particular knowledge to other fields, and a usable acquaintance with sources of reliable information; (3) continued search for truth, for greater understanding and insight into new relationships, using methods appropriate to the disciplines involved; (4) courage to defend one's considered and independent judgment when facts and changing conditions suggest new and different conclusions. These are essentials of all sound scholarships . . . and (5) creativity in the translation of ideas and ideals into action in service to others.[3]

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[2]Harold E. Mitzel, "Teacher Effectiveness," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Company, 1960), p. 1481.

[3]Donald P. Cottrell (ed.), Teacher Education for a Free People (Oneonta, New York: The American Association of Colleges for Teacher Education, 1956), pp. 57-58.

Since the passage of the Smith-Hughes Act in 1917, making provision for vocational agriculture, it has been the major responsibility of the land-grant institution to prepare teachers of vocational agriculture. In Ohio, the problem of determining what constitutes an effective program of training teachers of vocational agriculture is the responsibility of the Department of Agricultural Education at The Ohio State University, and it has attempted to determine the effectiveness of its program through numerous evaluative studies as well as a departmental evaluation[4] of the pre-service curriculum, by the undergraduate, the graduate, the department staff, the school administrator, and related agricultural agencies. The evaluation indicated that there was general agreement among all of the evaluators that the pre-service curriculum was effectively meeting the needs of the trainee.

However, the area of research in agricultural education for indicating (predicting) the success of the beginning teacher or relative to the professional difficulties that he may encounter is still lacking. Stiles further emphasizes this point when he says:

> One of the most neglected aspects of the teacher education program is the follow-up services which are designed to help beginning teachers make the transition from college to successful full-time teaching.[5]

The beginning teacher in Ohio is presently being assisted in a follow-up program the first year in the teaching of vocational agriculture; however, it would appear within a reasonably short period of

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[4]R. E. Bender et al., A University Department Evaluates Its Curriculum, ed. R. H. Wilson (Columbus, Ohio: The Ohio State University, 1958).

[5]Lindley J. Stiles et al., Teacher Education in the United States (New York: The Ronald Press Company, 1960), p. 312.

time following employment, beginning teachers of vocational agriculture encounter difficulties in . . . professional . . . areas which cause them to become cognizant of certain deficiencies in their training [and furthermore, they need additional assistance on the job.][6]

Due to the lack of research identifying the professional difficulties that teachers of vocational agriculture are likely to experience (and why they may experience said difficulties), the follow-up services and in-service programs must be planned and instituted in terms of what is believed needed by beginning teachers in general. This approach has the disadvantage of being designed for the average prospective teachers without due regard to probable conflict areas or any criteria relative to resolving these problem areas. It appears that through the identification of those conflict areas where trainess are most likely to encounter professional difficulties could give much direction to improving the present program for new and returning teachers of vocational agriculture at The Ohio State University and lend assistance in directing the attack on this problem in agricultural education in general.

## Method of Investigation

### The study sample

The population for the study included all beginning teachers, twenty-five in number, as defined in the study for the school year

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[6]James B. Kirkland, "A Study of Professional and Technical Difficulties Encountered by Teachers During Their First Year of Teaching Vocational Agriculture" (unpublished Ph.D. dissertation, The Ohio State University, 1947), p. 1.

1964-65. The selection of the beginning teachers without prior teaching experience provided a more appropriate sample for role analysis. The teachers and their administrators were located in eleven of the fourteen supervisory districts in Ohio.

The twenty-five beginning teachers were asked in the first weeks of school, before extensive teaching experience, to give their role perceptions for the vocational agriculture teacher's position and again late in the school year the same schedule was administered. After the second role perception schedule was administered, the teacher was asked to rate his performance for the past year. These schedules were administered during the Beginning and Returning Teacher's Meetings conducted by the Department of Agricultural Education. One teacher who did not attend the "initial collection" meeting was mailed the role perception schedule with adequate instructions for completion. There were two teachers in the second collection of data who were mailed schedules. The writer telephoned instructions for completion of the latter schedules.

The administrative schedule for rating professional difficulty encountered by the beginning teachers was mailed out to the administrators with a one-hundred per cent return which required two follow-up reminders and a telephone call to three of the administrators.

Dr. Gilbert Guiler and Dr. Floyd McCormick of the Department of Agricultural Education, who conduct the New and Returning Teacher's Program, also rated the teachers' difficulties which was combined with the administrators' rating.

The data collection instruments

The schedule used to determine the beginning teachers' role perception and role performance for the vocational agriculture teacher was developed by James D. McComas.[7] McComas' instrument was selected for collection of the data because of its utility; it had previously been tested and was appropriate for determining the agreement between the beginning teachers' role perception (of this study) and the role perception of experienced teachers (of McComas' study). Further, the areas used in the instrument are recognized as parts of the total program of vocational agriculture with the addition of the administrator's role. In addition, the professional improvement was included to give a more complete view of the respondents perception for his profession. The areas identified in the schedule for the local programs of vocational agriculture are as follows:[8]

1. Relationships with school and administration
2. Classroom teaching
3. Teaching farm mechanics
4. Developing farming programs
5. Advising the FFA
6. Young and adult farmer programs
7. Physical facilities
8. Public relations
9. Professional improvement
10. Administrator role
11. Guidance and counseling

The schedule used by the administrators and the teacher trainers to rate the beginning teachers was developed utilizing only the appropriate nine areas of the eleven areas previously listed. It was

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[7]James D. McComas, "The Role of the Teacher of Vocational Agriculture as Perceived by Selected Ohio Teachers and Their Administrators" (unpublished Ph.D. dissertation, The Ohio State University, 1962), pp. 175-181.

[8]Ibid., p. 10.

necessary, in developing a rating schedule for the administrators, to drop two areas or items from the list, i.e., the administrator's role as the vocational agriculture teacher saw it and professional improvement which obviously would have been extremely difficult to rate.

Definition of terms

Several terms are listed here which appear pertinent to the understanding of their usage in the context of this study.

Role is the organized pattern of behavior expected of those who occupy a given status, i.e., the behavior expected of the teacher of vocational agriculture in the local department of vocational agriculture.

Role perception is the sequence from role recognition or defining of role to the ultimate role performance. For example, role perception is what a teacher of vocational agriculture and others of the same system think or believe the teacher's role to be in the local vocational agriculture department.

Interaction is the process of direct communications in situations of respective roles. Interaction may be cooperative or of an opposing nature.

Role expectation is a term embracing expected actions of persons enacting a particular role, i.e., what the teacher and others ideally expect of the teacher of vocational agriculture in role performance.

Role conflict is that situation in which the incumbent of a local position perceives that he is confronted with incompatible expectations in a particular area of behavior.

Role areas are those major areas or categories which represent the components of the total program of vocational agriculture, such as: (1) Relationships with school and administration, (2) Classroom teaching, (3) Teaching farm mechanics, (4) Developing farming programs, (5) Advising the FFA, (6) Young and adult farmer programs, (7) Physical facilities, (8) Public relations, (9) Professional improvement, (10) Guidance and counseling, and (11) Administrator's role.

Role items are those items, distributed among the eleven areas, identifying specific tasks or duties in each area which a vocational agriculture teacher may perform.

Beginning teacher or vocational agriculture is a teacher in his first year of teaching having completed his professional training at The Ohio State University.

Professional difficulties are those problems encountered as roate by administrators and teacher trainers in role performance.

Professional competencies are the essential abilities needed by the beginning teacher in performing effectively the role of the teacher of vocational agriculture.

## Statistical Analyses Utilized in Study

### Selection and use of statistical measures

In order to demonstrate significant changes in beginning teachers' role perceptions for the position of teacher of vocational agriculture the first year the student's "t" test[9] was employed. The

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[9]Sanford M. Sornbusch and Calvin F. Schmid, A Primer of Social Statistics (New York: McGraw-Hill, Inc., 1955), pp. 162-163.

beginning teachers were pre- and post-tested, i.e., the teachers were tested before extensive teaching and after extensive teaching experience. The "t" test was utilized to determine the significance of the changes in the means of the eleven role areas of the total program of vocational agriculture.

The Spearman-Rank[10] correlation was utilized to show the agreement or lack of agreement in role perceptions between the position groups, i.e., when the two teacher groups--beginning and experienced teachers--were contrasted.

Spearman-Rank correlation was also used to determine the relationships between beginning teachers' role perceptions of expectation and performance for the vocational agriculture teacher's position.

Chi-square was used to test the relationships between role perception and professional difficulties encountered in performance of the beginning teacher's role.

The researcher accepted the .05 or .01 level of significance in the study utilizing the statistical models previously referred to.

## Major Findings

### Significance of agreement between beginning and experienced teachers of vocational agriculture on value of role areas

In the analysis of the data shown in Table 1, for the successful experienced teachers and the beginning teachers of vocational agriculture in the study, it was revealed that the teacher groups held a

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[10] Sidney Siegel, Nonparametric Statistics (New York: McGraw-Hill, Inc., 1956), p. 206.

significant agreement on value of areas in the total program of vocational agriculture. A Spearman-Rank[11] correlation of .764 was realized for the eleven role areas.

As previously indicated, this study contrasts the beginning teacher with the most effective or successful experienced teacher as studied by McComas.[12] In contrasting the "value judgments," it was noted that the beginning teachers in this study and another group of teachers analyzed by McComas, i.e., the least effective teachers, showed a more positive rank-correlation of .930 which would indicate a less than desirable role perception on the part of the beginning teachers.

TABLE 1

MEAN-WEIGHTED IMPORTANCE VALUE FOR AREAS OF THE VOCATIONAL AGRICULTURAL PROGRAM BY BEGINNING AND EXPERIENCED TEACHERS

| Area | Weighted Mean and Rank | | | |
|---|---|---|---|---|
| | Beginning Teachers | | Experienced Teachers | |
| | Mean | Rank | Mean | Rank |
| Classroom teaching | 3.96 | 1 | 3.93 | 2.5 |
| School relationships | 3.84 | 2 | 4.00 | 1 |
| Farming program supervision | 3.76 | 3 | 3.87 | 4.5 |
| Advising the FFA | 3.68 | 4 | 3.73 | 6 |
| Guidance and counseling | 3.52 | 5 | 3.60 | 8 |
| Facilities and equipment | 3.48 | 6 | 3.89 | 4.5 |
| Teaching farm mechanics | 3.44 | 7.5 | 3.93 | 2.5 |
| Public relations | 3.44 | 7.5 | 3.66 | 7 |
| Young farmer program | 3.20 | 9 | 3.40 | 11 |
| Adult farmer program | 3.16 | 10 | 3.53 | 9 |
| Graduate and in-service education | 3.00 | 11 | 3.47 | 10 |
| Rank correlation between the teacher groups | $r_s$ = .764[a] | | | |

[a]Rank-correlation between teacher groups was significant at the .01 level.

[11]Ibid., p. 206.

[12]McComas, op. cit., p. 138.

Directional changes in role perceptions of beginning teachers during the first year of teaching

Student's "t" test[13] was utilized to determine significant changes in the beginning teachers role perceptions during the first-year--role perceptions were collected as pre- and post-test data. Using the .05 level of significance, no significant changes were noted for any of the seventy-seven role definition items in the eleven areas of the program for vocational agriculture. However, it appeared noteworthy to indicate directional changes by area which may be viewed in Table 2. (Please see footnote of Table 2 for clarification of unconventional mean scores.)

Table 2 indicates only slight directional changes in mean importance during the first year of teaching. It is interesting to note that the only three areas increased in importance, i.e., classroom teaching, physical facilities and public relations.

Furthermore, it is interesting to contrast "value" rating of importance, shown in Table 1, of the beginning teachers with that of their "obligatory" response indicated in Table 2. The rank-correlation of .410 between the "value" responses and the "obligatory" responses were not significant at the .05 level of confidence. It would appear that this low consensus between these responses may have been influenced by: (1) the realization of actual expected performance when the role items were reviewed or (2) the same phenomenon may exist here as in the case where role expectation exceeds role performance. The researcher referred to this phenomenon as "conflict of emphasis."

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[13]Dornbusch and Schmid, op. cit., pp. 162-163.

TABLE 2

MEAN SCORES, BY AREA, FOR BEGINNING TEACHERS BEFORE EXTENSIVE TEACHING AND AFTER EXTENSIVE TEACHING DURING THE FIRST YEAR[a]

| Area | Pre-Test Mean | Post-Test Mean | Mean Difference[b] |
|---|---|---|---|
| Classroom teaching | 1.52 | 1.50 | - .02 |
| Advising the FFA | 1.55 | 1.57 | .02 |
| Professional improvement | 1.59 | 1.66 | .07 |
| Developing farming programs | 1.68 | 2.01 | .33 |
| Physical facilities | 1.69 | 1.68 | - .01 |
| Teaching farm mechanics | 1.72 | 1.80 | .08 |
| School relationships | 1.80 | 1.81 | .08 |
| Guidance and counseling | 1.86 | 2.02 | .16 |
| Young and adult farming programs | 2.05 | 2.15 | .10 |
| Public relations | 2.09 | 2.06 | - .03 |
| Perceptions for the administrator's role | 2.38 | 2.62 | .24 |

[a]A rank-correlation between the weighted mean perceptions revealed a positive reading of .903, significant at the .01 level of confidence.

[b]The lower the mean score the greater obligation attached to the mean score; for example, a loss in mean score indicates an increase in obligatory response at the end of the first year.

Significance of agreement of role expectations between beginning and successful experienced teachers

A composite rank order correlation between the two teacher groups for the eleven areas, in Table 3, reveals a rank-correlation of .740 which is significant at the .01 level of confidence.

TABLE 3

A COMPOSITE RANK ORDER OF ROLE EXPECTATIONS FOR BEGINNING TEACHERS AND SUCCESSFUL EXPERIENCED TEACHERS IN THE TOTAL PROGRAM OF VOCATIONAL AGRICULTURE

| | Rank Order[a] | |
|---|---|---|
| | Beginning Teacher | Experienced Teacher |
| Classroom teaching | 1 | 1 |
| Advising the FFA | 2 | 7 |
| Professional improvement | 3 | 3 |
| Developing farming programs | 4 | 6 |
| Physical facilities | 5 | 4 |
| Teaching farm mechanics | 6 | 2 |
| School relationships | 7 | 5 |
| Guidance and counseling | 8 | 9 |
| Young and adult farmer programs | 9 | 10 |
| Public relations | 10 | 8 |
| Administrator's role | 11 | 11 |

[a]Spearman-rank order correlation between the two teacher groups was significant at the .01 level. $r_s = .740^*$

*The teacher groups following the beginning teachers' teaching experience realized a much higher correlation of .940.

Significance of agreement of role expectations and role performances for beginning teachers of vocational agriculture

The data in Table 4 indicate that between role expectations and role performances perceived by the teachers, only four areas of the total of eleven areas showed significant agreement. In six other areas there was less than significant agreement using the .05 level of confidence. For classroom teaching there was significant disagreement between role expectations and role performances held by the beginning teachers.

TABLE 4

A COMPOSITE RANK CORRELATION BETWEEN ROLE EXPECTATIONS AND ROLE PERFORMANCES PERCEIVED BY BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE FOR ALL AREAS OF THE VOCATIONAL AGRICULTURE PROGRAM

| Number of Items[a] | Areas | Correlation | Level of Significance |
|---|---|---|---|
| 5 | Guidance and counseling | 1.000 | .01 |
| 9 | Teaching farm mechanics | .929 | .01 |
| 6 | Public relations | .829 | .05 |
| 6 | Developing farming programs | .814 | N.S.[b] |
| 10 | School relationships | .791 | .01 |
| 7 | Administrator's role | .688 | N.S.[b] |
| 6 | Professional improvement | .600 | N.S.[b] |
| 7 | Young and/or adult farmer programs | .572 | N.S.[b] |
| 4 | Physical facilities | .400 | N.S.[b] |
| 7 | Advising the FFA | .390 | N.S.[b] |
| 10 | Classroom teaching | -.607 | .05 |

[a]This column lists the number of role definition items in each area.

[b]Using the .05 level of significance, no significant relationship was ascertained.

Significance of beginning teachers' role perceptions and their professional difficulties

Utilizing Chi-square, little relationship between role perceptions and professional difficulties were indicated for the beginning teachers of vocational agriculture in the study. The 2 x 2 tables for the eleven areas were "set-up" as follows:

TABLE 5[a]

PROFESSIONAL DIFFICULTIES AND ROLE PERCEPTIONS OF IMPORTANCE

| Role Perceptions | Difficulty | |
|---|---|---|
| | High | Low |
| High importance (N = 11)[b] | 6 | 5 |
| Low importance (N = 14)[b] | 5 | 9 |

[a]The Chi-square value of 1.12 was not significant at the .05 level of confidence.

[b]N for this study was twenty-five (25) beginning teachers.

If there was any suggestion from the data as to the relationships between perceived importance and degree of difficulty, it would appear to be in the direction of high importance and high difficulty. A larger sample and more study is indicative for this segment of the study.

# APPENDIX A

## Teacher's Interview Schedule

Teacher_____

School_____

District_____

Date_____

TEACHER BACKGROUND INFORMATION

1. College degree held?_____year. Hours beyond degree_____
2. How many students in high school?_____
3. Number of teachers in high school?_____
4. How many students were there in vo-ag last year?___5 years ago?___
5. What kind of agricultural backgrounds do your students have?
   a. Number of boys who are from full-time farms?_____
   b. Number of boys from part-time farms?_____
   c. Number of boys that live on farms of 10 acres or less?_____
   d. Number of boys who do not live on farms?_____
6. Is there a combined program for young and adult farmers?_____ Yes/No
   a. Number of meetings held last year?_____
   b. Number of members attending three or more meetings?_____
   c. Average attendance per meeting?_____
7. Is there an organized program for young farmers?_____yes/no
   a. Number of meetings this past year?_____
   b. Number of members attending three or more meetings?_____
   c. Average attendance per meeting?_____
   d. Do you have an organized Young Farmer Association?_____yes/no

8. Will you have an organized program for adult farmers?_____yes/no

   a. Number of meetings planned this year_____

   b. Number of members attending three or more meetings last year (records)_____

   c. Average attendance per meeting last year?_____

9. Was there a young and/or adult farmer planning committee last year?_____yes/no

10. Was there an over-all advisory committee last year?_____yes/no

    a. Council appointed by whom?_____(teacher, supt., board)

    b. Number of years that council has been organized?_____

    c. Number of times that council met last year?_____

    d. Estimated value that you would consider a council to be?_____ (great, some, little, none)

11. What do you consider to be the major duties of the vo-ag teacher?

_____

_____

_____

_____

_____

12. Have there been any major changes in the vo-ag program in the last five years? If so, what were these changes? (records, etc.)

    A._____

    B._____

    C._____

    D._____

13. Which one of the following most accurately describes farming in your community?

__a. This definitely a full-time farming community.

__b. There are about as many part- as full-time farmers.

__c. There are more part-time farmers than full-time farmers.

14. In addition to your duties with the vo-ag program, what other school duties or responsibilities do you have? (home-rooms, etc.)

_____

15. Are you to serve on any faculty committees this year? If so, what are these?

a. _____

b. _____

c. _____

16. To what civic, professional, fraternal, church, or social organization do you belong? Are you an officer in these? How active are you?

| Organization | Office Held | Degree of Participation (very active, active, not very active) |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

## APPENDIX B

### Role Expectation Schedule

A. As a teacher of vocational agriculture, to what extent do you feel obligated to do the following things?

1--Definitely Should
2--Should
3--May or May Not
4--Should Not
5--Definitely Should Not

RELATIONSHIPS WITH SCHOOL AND ADMINISTRATION

A.

___ 1. Use an effective over-all advisory council.

___ 2. Confer with school officials on all matters of policy.

___ 3. Secure prior approval of all supplies to be purchased.

___ 4. Complete all school reports promptly.

___ 5. Supervise a homeroom.

___ 6. Have an approved long-time department program of work.

___ 7. Submit a summer program of activities to the school administrator.

___ 8. Attend 90% or more of faculty meetings.

___ 9. Maintain a co-operative relationship with all school employees.

___10. Make an evaluation of the total program annually.

CLASSROOM TEACHING

___11. Base teaching primarily upon the needs of students.

___12. Use a carefully planned course of instruction for each class (four years).

___13. Give copy of program of instruction to superintendent or show copy and explain program.

___14. Prepare a written lesson plan or outline prior to teaching each class.

___15. Revise and bring up-to-date references and teaching aids each year.

___16. Make effective use of field trips and other community resources.

___17. Conduct classes that are challenging and stimulating.

___18. Maintain proper rapport and discipline with pupils.

___19. Make effective use of testing and evaluation procedures to indicate pupil growth and progress.

___20. Keep classroom looking neat and attractive.

TEACHING FARM MECHANICS

___21. Offer farm mechanics as a regular part of vocational agriculture (integrated).

___22. Have written plans for four year course of study in farm mechanics.

___23. Maintain records as to what has been taught to individual students and classes.

___24. Provide instruction that affords each student with a wide variety of experience in farm mechanics.

___25. Insist upon a reasonable degree of excellence or quality from each student.

___26. Give safety demonstrations on use of all power tools in farm shop.

___27. Inventory all tools and equipment annually.

___28. Hold open house to display farm mechanics exhibits.

___29. Maintain a clean shop at end of each period.

DEVELOPING FARMING PROGRAMS

___30. Assist each student in maintaining a desirable farming program.

___31. Visit each high school vo-ag student on an average of seven times per year.

___32. Make thirty on-farm instructional visits per month.

___33. Provide students with worthwhile, realistic experiences in using farm credit.

___34. Plan and help to make available an opportunity for interested students to be placed on farms as a part of their supervised farming experience.

___35. Assist students in keeping and analyzing farm account and project records.

ADVISING THE FFA

___36. Consider the FFA as an important and integral part of a program of vo-ag.

___37. Have written program of FFA activities and budget each year.

___38. Do all FFA banking through the school with checks countersigned by school official.

___39. Provide a training program for FFA officers.

___40. Hold FFA parent and son banquet each year.

___41. Assist students to advance to higher degrees in the FFA.

___42. Use class time to train for FFA contests.

GUIDANCE AND COUNSELING

___43. Participate in demonstrations on how to do counseling and guidance effectively.

___44. Use at least one-half of all conference periods to counsel and assist students with individual problems.

___45. Conduct a program to acquaint eighth grade students with the vo-ag program.

___46. Visit all prospective students at their homes prior to preregistration.

___47. Work closely with administrator and counselor in determining who should enroll in vo-ag.

YOUNG AND ADULT FARMER PROGRAM

___48. Offer a separate program for young and adult farmers.

___49. Make use of young and/or adult planning committee.

___50. Have year-round program for young farmers.

___51. Visit each young and adult farmer at least three times each year.

___52. Have at least one young farmer to attend OSU short course program once every two years.

___53. Provide social, civic, and recreational programs as an integral part of young and adult farmer education classes.

___54. Consider young and/or adult farmer programs as an integral part of a total program of vo-ag.

PHYSICAL FACILITIES

___55. Have state approved classroom and shop facilities.

___56. Provide for annual inventory of all materials and equipment.

___57. Have and maintain an AGDEX filing system.

___58. Requisition at least $30 in books and bulletins each year.

PUBLIC RELATIONS

___59. Teacher and students to participate in programs of farm and civic organizations at least six times per year.

___60. Secure student participation in local fairs each year.

___61. Secure student participation in state fairs each year.

___62. Assist students in presenting four radio programs each year.

___63. Help to arrange for at least one TV program each year.

___64. Prepare 36 news releases each year.

PROFESSIONAL IMPROVEMENT

___65. Have proper certification.

___66. Participate actively in OEA and OVATA professional organizations.

___67. Enroll in college courses for credit at least once every five years.

___68. Pursue program toward advanced degree.

___69. Participate in county, district, and state in-service education activities each year.

___70. Use of professional books. Read Agricultural Education Magazine each month.

ADMINISTRATOR ROLE

How do you feel about the school administrator doing the following?

B.

___71. Permit vo-ag teacher to take all-day field trips.

___72. Schedule teacher for non vo-ag classes.

___73. Make at least three farm visits with the teacher each year.

___74. Observe vo-ag classes four times per year.

___75. Keep an accurate account of teacher's summer activity.

___76. Require teacher to submit detailed copy of program of instruction.

___77. Attend one adult farmer and one young farmer class annually.

Considering the various tasks that the teacher of vocational agriculture has in each area of the entire program of vocational agriculture, please indicate how important you feel each of the following to be.

4--very important 3--important 2--of some importance
1--of little importance 0--of no importance

A.

___78. Classroom teaching.

___79. Teaching farm mechanics.

___80. Conducting organized programs for young farmers.

___81. Conducting organized programs for adult farmers.

___82. Advising the FFA chapter.

___83. Maintaining a desirable working relationship with administrators and school faculty.

___84. Maintaining an active program of public relations.

___85. Participating in graduate and in-service training programs.

___86. Supervising students' farming programs (on the farm).

___87. Individual guidance and counseling of students.

___88. Procuring and maintaining adequate facilities and equipment.

# APPENDIX C

## ROLE PERFORMANCE SCHEDULE

B. Role Performance: To what extent do you do this?

1--Always 3--Sometimes
2--Usually 4--Never

RELATIONSHIPS WITH SCHOOL AND ADMINISTRATION

B.

___ 1. Use an effective over-all advisory council.

___ 2. Confer with school officials on all matters of policy.

___ 3. Secure prior approval of all supplies to be purchased.

___ 4. Complete all school reports promptly.

___ 5. Supervise a homeroom.

___ 6. Have an approved long-time department program of work.

___ 7. Submit a summer program of activities to the school administrator.

___ 8. Attend 90% or more of faculty meetings.

___ 9. Maintain a co-operative relationship with all school employees.

___10. Make an evaluation of the total program annually.

. . . . . .

As may be observed from the listing of the first ten items of this schedule, (Appendix C), the items are the same as included in Appendix B--however, it must be observed that only the first 77 items should be included in Appendix C.

## APPENDIX D

## DIFFICULTY RATING SCHEDULE

As an administrator, how would you rate the beginning vocational agriculture teacher's difficulties as compared to experienced vo-ag teachers (or rate on the basis what you believe a vo-ag teacher should do)?

Please rate the difficulties (considering both the seriousness and frequency of the difficulty in one rating) that you observed during this school year which your beginning teacher experienced in performing his job.

Please use the following scale in rating the teacher's difficulty:

5--Very Much Difficulty
4--Much Difficulty
3--Some Difficulty
2--Little Difficulty
1--No Difficulty

(Place one of the numbers 5, 4, 3, 2, or 1 opposite each item in the left column.)

RELATIONSHIPS WITH SCHOOL AND ADMINISTRATION

____ 1. Cooperating with school policy and regulations.

____ 2. Accepting assignments and responsibilities.

____ 3. Keeping school administration informed on vo-ag program.

____ 4. Working relationships with school faculty.

(Please list other difficulties in this area and rate each.)

____ 5. _____

_____

CLASSROOM TEACHING

____ 1. Planning and preparation for teaching in an interesting manner.

____ 2. Teaching in a manner, recognizing individual students' needs.

____ 3. Making use of up-to-date references and teaching aids.

____ 4. Making use of field trips and other community resources.

____ 5. Maintaining discipline and rapport with students.

___ 6. Keeping classroom neat and attractive.

(Please list other difficulties in this area and rate each.)

___ 7. _____

_____

DEVELOPING FARMING PROGRAMS

___ 1. Assisting students in selection of appropriate farming programs.

___ 2. Visiting and assisting students in record keeping and analysis.

___ 3. Assisting students in record keeping and analysis.

(Please list other difficulties in this area and rate each.)

___ 4. _____

_____

ADVISING THE FFA

___ 1. Assisting students in selection of appropriate projects.

___ 2. Supervising and guiding FFA activities.

___ 3. Developing FFA Program.

___ 4. Participating in FFA Contests.

___ 5. Participating in County or State Fairs.

(Please list other difficulties in this area and rate each.)

___ 6. _____

_____

GUIDANCE AND COUNSELING

___ 1. Using conference period in counseling students.

___ 2. Recruiting new students (making eighth grade students acquainted with program offering.)

___ 3. Working with administration and guidance counselor in determining enrollees for vo-ag.

(Please list other difficulties in this area and rate each.)

___ 4. _____

_____

YOUNG AND ADULT FARMER PROGRAM

___ 1. Securing young farmer and/or adult farmer enrollment.

___ 2. Teaching young farmers and/or adult farmers in appropriate manner.

___ 3. Maintaining young and/or adult farmer programs.

___ 4. Using Planning (advisory) Committee.

___ 5. Using appropriate social and civic activities in young farmer and/or adult program.

___ 6. Assisting young or adult farmer with instruction on farm.

(Please list other difficulties in this area and rate each.)

___ 7. _____

_____

PHYSICAL FACILITIES

___ 1. Maintaining filing system for references and correspondence.

___ 2. Developing library of appropriate books and bulletins.

___ 3. Maintaining equipment and materials for the provided vo-ag facilities.

___ 4. Selecting appropriate materials or equipment for vo-ag program.

___ 5. Keeping vo-ag facilities neat and attractive.

___ 6. Teaching students proper respect for facilities and equipment.

(Please list other difficulties in this area and rate each.)

___ 7. _____

_____

PUBLIC RELATIONS

___ 1. Having students participate in school, civic, and other programs in the community.

___ 2. Using news media to inform persons on FFA, Young and Adult Farmer and other activities and events of vo-ag.

___ 3. Acceptance for vo-ag teacher by business leaders in agriculture.

___ 4. Participating of teacher in community affairs.

___ 5. Using advisory committee in planning program.

___ 6. Planning ahead for a balanced vo-ag program.

(Please list other difficulties in this area and rate each.)

___ 7. _____

_____

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